

has found no support for the NFB charges.

The GAO investigation answered the question of fiscal responsibility, but did not settle the real issue. I daresay the problem will not go away because the basic underlying question was not properly addressed. If we can look beyond the acrimony, the defensiveness, and all the other barriers (Should I say "barricades?") against communication, we can find several extremely important and relevant questions regarding the matter of evaluation. In spite of the long and sometimes prestigious history of certification and accreditation agencies, these questions remain unsettled, or there would not be a continuing series of conflicts regarding the evaluation process, of which the NFB-NAC non-confrontation is only the most recent.

For example: What standards should be used for evaluation? Who sets the

standards? How shall the standards be derived? What process shall be used for application of the standards in evaluation? Must there be one set of standards for all individuals or agencies in a given category? How can evaluation standards be related to performance so as to assure validity?

These and other questions will be explored in editorials over the next several issues. For now, let me suggest the following as a guide to future meditation:

The evaluation of program performance and evaluation of the performance of individuals working within the program are inseparable, and the standards for evaluation are to be found, not in a book from the State Department of Education, or from some accrediting agency, but within the design of the program itself.

Peace be with you.

DLW

Index, Volume VI

Assessing the Cognitive Development of Pre-School Deaf-Blind Children, by Dennis W. Kiernan and Rebecca F. DuBose. December, 1974, p. 103.

Axelrod, S., Roades, S., & Fisch, L. Use of Behavior Modification Procedures With Visually Handicapped Students. March, 1974, p. 19.

Berli, E.P., & Murr, M.J. Searching Tactual Space. May, 1974, p. 49.

Blindness - A Label, by Stanley E. Bourgeault. March, 1974, p. 1.

Bliss, J.C. & Moore, M.W. The Optacon Reading System. December, 1974, p. 98.

Bourgeault, S.E. Blindness - A Label. March, 1974, p. 1.

Briggs, B.M. High School Speech Assistants In a Residential School for the Blind. December, 1974, p. 119.

Brothers, R.J. Classroom Use of the Braille Code Recognition Materials. March, 1974, p. 6.

Classroom Use of the Braille Code Recognition Materials, by Roy J. Brothers. March, 1974, p. 6.

Communicative Behavior of Deaf-Blind Children, by W. Scott Curtis, Edward T. Donlon and David Tweedie. December, 1974, p. 114.

Competitive Reinforcement of Sequential Mobility, by Alvin Vopata. October, 1974, p. 93.

Concept Development for Visually Handicapped Children: A Resource Guide For Teachers and Other Professionals Working in Educational Settings. Book Review. March, 1974, p. 41.

Course in Spoken Communications for High School Students Who Are Visually Handicapped, A, by Janet Di Pasquale Simon. May, 1974, p. 41.

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Axelrod, S., Roades, S., & Fisch, L. Use of Behavior Modification Procedures With Visually Handicapped Students. March, 1974, p. 19.

Berli, E.P., & Murr, M.J. Searching Tactual Space. May, 1974, p. 49.

Blindness - A Label, by Stanley E. Bourgeault. March, 1974, p. 1.

Bliss, J.C. & Moore, M.W. The Optacon Reading System. December, 1974, p. 98.

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Briggs, B.M. High School Speech Assistants In a Residential School for the Blind. December, 1974, p. 119.

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Competitive Reinforcement of Sequential Mobility, by Alvin Vopata. October, 1974, p. 93.

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Course in Spoken Communications for High School Students Who Are Visually Handicapped, A, by Janet Di Pasquale Simon. May, 1974, p. 41.

- Curtis, W.S., Donlon, E.T., & Tweedie, D. Deaf-Blind Children: An Examination Procedure for Behavior Characteristics. October, 1974, p. 67.
- Curtis, W.S., Donlon, E.T., & Tweedie, D. Communicative Behavior of Deaf-Blind Children. December, 1974, p. 114.
- Deaf-Blind Children: An Examination Procedure for Behavior Characteristics, by W. Scott Curtis, Edward T. Donlon and David Tweedie. October, 1974, p. 67.
- Donlon, E.T., Curtis, W.S., & Tweedie, D. Deaf-Blind Children: An Examination Procedure for Behavior Characteristics. October, 1974, p. 67.
- Donlon, E.T., Tweedie, D., & Curtis, W.S. Communicative Behavior of Deaf-Blind Children. December, 1974, p. 114.
- DuBose, R.F. & Kiernan, D.W. Assessing the Cognitive Development of Pre-School Deaf-Blind Children, December, 1974, p. 103.
- Editorial: "Behave, Damn You! Behave as You Ought!" by Don L. Walker. March, 1974, p. 31.
- Editorial: Accreditation or Evaluation, by Don L. Walker, December, 1974, p. 125.
- Fagan, J., & Rossi, P. A Summer Program for College Bound Students. May, 1974, p. 44.
- Gibbs, S.H. & Rice, J.A. The Psycholinguistic Characteristics of Visually Impaired Children: An ITPA Pattern Analyses. October, 1974, p. 80.
- Harley, R. & Spollen, J. A Study of the Reliability and Validity of the Visual Efficiency Scale with First Grade Children. October, 1974, p. 88.
- High School Speech Assistants In a Residential School for the Blind, by Beverly Means Briggs, December, 1974, p. 119.
- Jones, G. A Look at Programs for the Blind Child with Additional Handicaps in England. March, 1974, p. 14.
- Kiernan, D.W. & DuBose, R.F. Assessing the Cognitive Development of Pre-School Deaf-Blind Children. December, 1974, p. 103.
- Klineman, J. & Rubin, J. They Opened Our Eyes: The Story of an Exploratory Art Program for Visually-Impaired Multiply-Handicapped Children. December, 1974, p. 106.
- Look at Programs for the Blind Child with Additional Handicaps in England, A, by Gideon Jones. March, 1974, p. 14.
- McCrimmon, S. Programmed Instruction as a Means of Teaching Blind Children Addition and Subtraction on the Abacus. October, 1974, p. 72.
- Moore, M.W. & Bliss, J.C. The Optacon Reading System. December, 1974, p. 98.
- Morris, J.E. The 1973 Stanford Achievement Test Series As Adapted for Use by the Visually Handicapped. May, 1974, p. 33.
- Murr, M.J. & Berlá E.P. Searching Tactual Space. May, 1974, p. 49.
- 1973 Stanford Achievement Test Series As Adapted for Use by the Visually Handicapped, The, by June E. Morris. May, 1974, p. 33.
- Nordic Ski Touring for the Visually Handicapped, by John R. Pitzer. May, 1974, p. 63.
- Optacon Reading System, The, by James C. Bliss and Mary W. Moore. December, 1974, p. 98.
- Fisch, L., Axelrod, S., & Roades, S. Use of Behavior Modification Procedures with Visually Handicapped Students. March, 1974, p. 19.
- Pitzer, J.R. Nordic Ski Touring for the Visually Handicapped. May, 1974, p. 63.
- President's Corner: The Challenge Ahead, by Ferne Root Roberts. October, 1974, p. 65.
- President's Corner, by Ferne Root Roberts. December, 1974, p. 97.
- Programmed Instruction as a Means of Teaching Blind Children Addition and Subtraction on the Abacus, by Suella McCrimmon. October, 1974, p. 72.
- Psycholinguistic Characteristics of Visually Impaired Children: An ITPA Pattern Analyses, The, by Sally Horan Gibbs and James A. Rice. October, 1974, p. 80.
- Rice J.A. & Gibbs, S.H. The Psycholinguistic Characteristics of Visually Impaired Children: An ITPA Pattern Analyses. October, 1974, p. 80.
- Roades, S., Fisch, L., & Axelrod, S. Use of Behavior Modification Procedures with Visually Handicapped Students. March, 1974, p. 19.
- Roberts, F.R. The President's Corner: The Challenge Ahead. October, 1974, p. 65.
- Roberts, F.R. The President's Corner. December, 1974, p. 97.
- Rossi, P. & Fagan J. A Summer Program for College Bound Students. May 1974, p. 44.

- Rubin, Jr. & Klineman, J. They Opened Our Eyes: The Story of an Exploratory Art Program for Visually-Impaired Multiply-Handicapped Children. December, 1974, p. 106.
- Searching Tactual Space, by Edward P. Berlá and Marvin J. Murr. May, 1974, p. 49.
- Simon, J.D. A Course in Spoken Communications for High School Students Who Are Visually Handicapped. May, 1974, p. 41.
- Spollen, J. & Harley, R. A Study of the Reliability and Validity of the Visual Efficiency Scale with First Grade Children. October, 1974, p. 88.
- Study of the Reliability and Validity of the Visual Efficiency Scale with First Grade Children, A, by Randall Harley and John Spollen. October, 1974, p. 88.
- Summer Program for College Bound Students, A, by Peter Rossi, Jr. and John Fagan. May, 1974, p. 44.
- They Opened Our Eyes: The Story of an Exploratory Art Program for Visually-Impaired Multiply-Handicapped Children, by Judith Rubin and Janet Klineman. December, 1974, p. 106.
- Tweedie, D., Donlon, E.T., & Curtis, W.S. Deaf-Blind Children: An Examination Procedure for Behavior Characteristics. October, 1974, p. 67.
- Tweedie, D. Curtis, W.S., & Donlon, E.T. Communicative Behavior of Deaf-Blind Children. December, 1974, p. 114.
- Use of Behavior Modification Procedures with Visually Handicapped Students, by Sue Ann Roades, Lillian Pisch and Saul Axelrod. March, 1974, p. 19.
- Use of Geoboards to Teach Mathematics, by Marion Walter. May, 1974, p. 59.
- Visually Handicapped Child in School, The. Book Review. March, 1974, p. 27.
- Vopata, A. Competitive Reinforcement of Sequential Mobility. October, 1974, p. 93.
- Walker, D.L. Editorial: "Behave, Damn You! Behave as You Ought!" March, 1974, p. 31.
- Walker, D.L. Editorial: Accreditation or Evaluation. December, 1974, p. 125.
- Walter, M. Use of Geoboards to Teach Mathematics. May, 1974, p. 59.



